Assessing Our Students, Our Programs, Ourselves: How Do We Measure Up?

October 9-10

MITESOL 2015

Michigan State University
Kellogg Hotel and Conference Center
East Lansing, MI

Welcome to the 2015 MITESOL Conference!

We're excited to be holding our annual convention at the Kellogg Hotel and Conference Center at Michigan State University, on the banks of the beautiful Red Cedar River at the historic site of the first Kellogg Center for Continuing Education—an important milestone in the history of MSU. Today, there are eleven Kellogg Centers throughout the United States. The theme of this year's conference, *Assessing Our Students, Our Programs, Ourselves: How Do We Measure Up?* is motivated by the increasing call for accountability in all areas of our profession. From Common Core standards affecting all stakeholders in K-12 education, to an increasing reliance on computerized, standardized testing in college admissions and other post-secondary contexts, how students are assessed is an issue of concern and debate. In order to meet the needs of the changing English language learning population in Michigan, evaluating the form and function of ESL instruction and programs is critical. The question of how our programs and teaching professionals can serve the changing needs of English language learners is one we frequently discuss. Questions such as who should design the evaluation tools, following what standards, to be administered via what conduits, and to what effect, concern all of us. MITESOL professionals are uniquely positioned to take part in this discussion. TESOL professionals have long been at the forefront of second language teaching research and practices. Assessment, on the other hand, is often mandated or imposed on students and teachers by administrations of local, state and federal institutions and agencies. To foster this discussion, we welcome and include presentations from educators working in elementary, secondary, and post-secondary contexts, as well as professionals working in the many community-based and government-funded adult education programs across the state.

Our two keynote speakers and invited guest speaker will not only give us insights into both the what and how of testing, but also the socio-political impacts of testing. On Friday evening, author, researcher, and civil rights leader, Professor Lani Guinier, will present, *The Tyranny of the Meritocracy: Democratizing Higher Education.* On Saturday, Dr. H. Gary Cook, Director of Research for the WiDA Consortium will present "Progress, Proficiency and Policy: Conversations about English Learners and the Programs that Serve Them." Then, at lunch, Professor Emeritus Lyle F. Bachman will present "Teaching and Assessment: Why, When, What, and How?" Please refer to the program for more details about each speaker and presentation.

In addition to our keynotes, we offer as many as eight concurrent sessions per hour, and workshop sessions Friday evening and Saturday afternoon, addressing a wide array of ELT issues, principally focusing on varieties of assessment. We have a publisher's exhibit (expanded this year!), good food, and live entertainment. Look at the schedule to make sure you don't miss anything.

We hope you enjoy the conference. Best wishes,

Andrew S McCullough	Colleen Brice	Jane DeGroot	Ashley Garrigan
Conference Chair	President	Membership Coordinator	Exhibits Manager

Acknowledgments

How can I begin to thank the many people who have guided and assisted me in this team effort? First, I want to thank my esteemed predecessors, Colleen Brice (President) and Jeanine Clever (Past-President) for their guidance and excellent examples. Colleen's work with the new online service for proposal submission will benefit conference organizers for years to come. I could not have begun to approach this task without her! Working with Jeanine in 2013 gave me great insights, and she has made herself available whenever needed. I also want to thank our membership coordinator, Jane DeGroot, for her tireless work on conference registration, our Exhibits Manager, Ashley Garrigan, for her great patience in recruiting and organizing our publisher sponsors, our Treasurer, Jim Desler, our Web Master, Trisha Dowling, our CALL leader, Akiko Ota, and the entire Executive Committee for their help planning this event. Thanks also to our keynote speakers, our proposal readers, our volunteers, our exhibitors, and our client services professionals, Kristina Baxendale and Rhonda Bucholz at The Kellogg Center. I also want to thank my excellent colleagues at the ELC at MSU who have conferred with me and helped in many aspects of this planning endeavor, and my wife Paulina and our family for being patient with me while I hid in my office at MSU and at home getting this program together. A special thanks to our incoming-President 2016 nominee, Jolene Jaquays, who spent several hours with me on the initial layout of the schedule. Finally, thanks to the ELC at MSU, for sponsoring our Friday evening reception, and especially to Patricia Walters, for giving me a schedule that allowed me to dedicate time to MITESOL, and to Professor Susan Gass, Director of the ELC at MSU, for supporting all ELC faculty members who wanted to attend this conference.

Andrew S. McCullough, Chair, MITESOL Conference 2015

Thank You to our Donors for MITESOL 2015

For sponsoring our Friday evening reception:
> *The English Language Center at Michigan State University*

For contributing to our raffle:
> *Beacon Press (Dr. Guinier's book)*

Thank you also to the following publishers whose support through their presence and presentations help make this conference possible:
> *Beacon Press, Cambridge University Press, CaMLA, Elizabeth Claire's Easy English NEWS, IntegraSource, Inc., National Geographic Learning/Cengage, Parlor Press, Pearson ELT, Scholastic Education, U.S. Department of State English Language Programs, and University of Michigan Press*

Finally, thank you to the following institutions whose advertisements help fund the publication of the 2015 MITESOL Conference program:
> *Grand Valley State University, University of Michigan-Flint, Western Michigan University, TESOL International Association*

<h1 style="text-align:center">The Michigan Albert H. Marckwardt Travel Grant</h1>

Purpose
To support Michigan graduate student attendance at the annual TESOL International Convention & English Language Expo. MITESOL offers a Michigan Albert H. Marckwardt Travel Grant to one graduate student member, who has applied for but *not* received a TESOL International Albert H. Marckwardt Travel Grant.

Award
The equivalent of the conference registration fee for a student member.

Eligibility
To apply, you must:
- be currently-enrolled as a student in a TESOL/Applied Linguistics/SLA or related graduate degree program in Michigan;
- be a member of MITESOL **and** TESOL International;
- have submitted a complete application for the Albert H. Marckwardt Travel Grant to TESOL International (by their deadline, November 1, 2015).
- have received a rejection letter in response to your application for a TESOL International Marckwardt Travel Grant

Criteria
Applicants are evaluated according to TESOL International's Marckwardt Travel Grant criteria, which include: your scholarship, personal attributes, involvement in and commitment to the profession (e.g. presenting and volunteering at MITESOL's conference; serving on the board, etc.), and financial need.

To Apply
Applications must include the following:

- A copy of the ≤1000-word essay/personal statement you wrote for the International Marckwardt Travel Grant (describing your current program of study and scholarship; future career plans, teaching experience; involvement in ESL organizations; and financial situation).
- A copy of the letter of recommendation you submitted for the International Marckwardt Grant.
- A copy of the rejection letter you received from TESOL International's Marckwardt Grant Committee (this can be sent to us later).

EMAIL all of these items—saved as **PDF** files & **ATTACHED** to your email message—to:

Colleen Brice, MITESOL President, at: bricec@gvsu.edu

Deadline
Applications must be **EMAILED** no later than **February 1, 2016, 11:59 p.m. EST**

Questions?
Contact Colleen Brice, MITESOL President, at bricec@gvsu.edu.

The Tyranny of the Meritocracy:
Democratizing Higher Education in America

Lani Guinier, J.D., Harvard Law School
Friday, October 9, 7:00 pm, Auditorium

A fresh and bold argument for revamping our standards of "merit" and a clear blueprint for creating collaborative education models that strengthen our democracy rather than privileging individual elites

Standing on the foundations of America's promise of equal opportunity, our universities purport to serve as engines of social mobility and practitioners of democracy. But, as acclaimed scholar and pioneering civil rights advocate Lani Guinier argues, the merit systems that dictate the admissions practices of these institutions are functioning to select and privilege elite individuals rather than create learning communities geared to advance democratic societies. Having studied and taught at schools such as Harvard University, Yale Law School, and the University of Pennsylvania Law School, Guinier has spent years examining the experiences of ethnic minorities and of women at the nation's top institutions of higher education, and here she lays bare the practices that impede the stated missions of these schools.

Goaded on by a contemporary culture that establishes value through ranking and sorting, universities assess applicants using the vocabulary of private, highly individualized merit. As a result of private merit standards and ever-increasing tuitions, our colleges and universities increasingly are failing in their mission to provide educational opportunity and to prepare students for productive and engaged citizenship.

To reclaim higher education as a cornerstone of democracy, Guinier argues that institutions of higher learning must focus on admitting and educating a class of students who will be critical thinkers, active citizens, and publicly spirited leaders. Guinier presents a plan for considering "democratic merit," a system that measures the success of higher education not by the personal qualities of the students who enter but by the work and service performed by the graduates who leave.

This is a story with vivid examples of communities that have developed effective learning strategies based not on an individual's "merit" but on the collaborative strength of a group, learning and working together, supporting members, and evolving into powerful collectives. Examples are taken from across the country and include a wide range of approaches, each innovative and effective. Guinier argues for reformation, not only of the very premises of admissions practices but of the shape of higher and middle school education itself.

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Lani Guinier is the Bennett Boskey Professor of Law at Harvard Law School. She became the first woman of color appointed to a tenured professorship at the Harvard Law School in 1998. Before her Harvard appointment, she was a tenured professor at the University of Pennsylvania Law School where she had been on the faculty for ten years. Professor Guinier worked in the Civil Rights Division at the U.S. Department of Justice and then headed the voting rights project at the NAACP Legal Defense Fund in the 1980s. Professor Guinier has published many scholarly articles and books that are accessible to a more general audience, including: *The Tyranny of the Majority* (1994); *Becoming Gentlemen: Women, Law School and Institutional Change* (1997) (with co-authors Michelle Fine and Jane Balin); *Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice* (1998); and *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (2002) (co-authored with Gerald Torres)

Teaching and Assessment: Why, When, What, and How?

Lyle F. Bachman, Professor Emeritus
University of California, Los Angeles
Saturday, October 10, 1:00 pm, Big 10 A

Professor Bachman's interests in language assessment, language acquisition, ESL/EFL and international programs stem from his service as a Peace Corps Volunteer, teaching high school English in the Philippines. His international experience also includes six years in Thailand as a Project Specialist for The Ford Foundation, where he directed intensive English programs, conducted research in the assessment of language proficiency, language aptitude and attitudes, directed a project for developing an individualized elementary school EFL curriculum, and served as a consultant to government agencies and institutions on language testing and language program development. He also spent three years at Tehran University in Iran developing an ESP reading curriculum, and two years at the Chinese University of Hong Kong developing an English language enhancement program. He has been a faculty member at the University of Hawaii, the University of Illinois at Urbana-Champaign, and the Chinese University of Hong Kong.

Professor Bachman is a Past President of the American Association for Applied Linguistics and of the International Language Testing Association. He was the first winner of the TESOL/Newbury House Award for Outstanding Research, has twice won the Modern Language Association of America's Kenneth Mildenberger Award for outstanding research publication, was selected as one of 30 American "ESL Pioneers" by *ESL Magazine* in 1999, and in 2004 was given a Lifetime Achievement Award by the International Language Testing Association. He has served on several committees of the National Research Council, and is currently a member of the Board on Testing and Assessment, a standing board of the National Academies of Science. He has conducted numerous research projects in the areas of language assessment, program design and evaluation, and language acquisition, as well as practitioner training workshops in language assessment, both at North American institutions and at institutions abroad. He serves as a consultant in language assessment and language program design, evaluation and research to government agencies and institutions in Hong Kong, Korea, the United States, and the United Kingdom. Although he is now retired from UCLA, he is still actively engaged in research, teaching, program development, and training practitioners.

INVITED SPEAKER

Progress, Proficiency and Policy:
Conversations about English learners and the programs that serve them
Sponsored by WIDA*

H. Gary Cook, Ph.D.
Saturday, 10:00-11:00 a.m., Auditorium

H. Gary Cook, Ph.D. directs research for the WIDA Consortium and is a research scientist attached to the Wisconsin Center for Education Research. Dr. Cook received his Ph.D. in Measurement and Quantitative Methods from Michigan State University. He has a Masters in Teaching English as a Second Language and a Bachelor's in linguistics from the University of Hawai'i at Manoa. He has served in educational leadership or research positions in private industry, in an urban public school district, in a state department of education, and at the university level. He is an experienced Federal Peer Reviewer for *NCLB* and serves on several state and national technical advisory committees. His recent research and publication interests have focused on the relationship between English language proficiency and content assessments, standards alignment, policy issues associated with Title III accountability, and applying growth modeling techniques to address key educational questions for English language learners.

Current projects in which Dr. Cook is involved:

1. The ASSETS project was awarded an Enhanced Assessment Grant in fall 2011 for nearly $10.5 million over 4 years to build a comprehensive and balanced technology-based assessment system for English language learners. The assessment system will be anchored in WIDA's English Language Proficiency Standards that are aligned with the Common Core State Standards, informed by rigorous ongoing research, and supported by comprehensive professional development and outreach. WIDA will maintain its consortium approach to decision-making about the design and direction of the project and will involve the expertise of nationally renowned partners.

2. The "EAGER Proposal for a Teacher's Guide to the Mathematics and Science Resources of the ELPD Framework" is a 2-year project that will develop, implement, validate, and refine a Teacher's Guide to Science and Math in the ELPD Framework. This guide and related K-12 lesson materials will translate the key science and mathematics concepts, ideas, and practices found within the ELPD Framework into classroom resources for direct use by teachers, schools, and districts.
   Three stages of activities will support its development. In Stage 1 we will engage an educator focus group and develop mathematics and science resources. We will then perform an implementation study, and then will refine the Teacher's Guide and related materials.

*WIDA = World-Class Instructional Design and Assessment Consortium
WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.
WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.
Everything we do at WIDA revolves around the significance of academic language and how to empower language learners to reach for success.

MITESOL 2015 Conference Schedule, At-a-Glance

Friday, October 9, 2015

3:00–6:45 pm	Room
On-site Registration & Check-in (South Lobby)	S Lobby
4:00–6:00 pm	
Refreshments (Lincoln Room)	Lincoln
4:00–8:30 pm	
Meet our Exhibitors	103 A/B 104 A/B
4:00–4:45 pm, 45-minute sessions	
Scaffolding Extensive Reading into Literature Circles in an IEP Setting *Laura Eickhoff & Jennifer Brooke, Michigan State University (Post-Secondary)*	Heritage
Student Agency and Empowerment in L2 Writing Pedagogy: Ensuring Students Receive the Help They Need. *Natalia Knoblock, Saginaw Valley State University (Post-Secondary)*	102
Peer Observations: Becoming a Better Teacher by Learning from Other Teachers *Linda Probert & Courtney Hedeman, Language Center International (Professional Development)*	105A
English Language Teacher Education in Libya: Affordances and Constraints *Entisar Elsherif, Indiana University of Pennsylvania (Professional Development)*	107
5:00–6:45 pm, **105-minute workshops**	
Assessing Pronunciation Using the Color Vowel Chart: It's as Easy as Red, White, and Blue *Judith Buchanan, Lisa Joy Kincaid,& Kathleen Jefferies, Western Michigan University (Assessment)*	106
Grade for Your Life! Rubrics as Lifesavers *Natalie Marzonie Parra, & Tyler Morkin, Central Michigan University (Assessment)*	Willy
5:00–5:45 pm, 45-minute sessions	
Fun With Assessment: Using Serious Games To Evaluate Students' Language Skills Under The TESOL Standards *Kari Richards, Michigan State University; Min Lun Wu, Ohio University (CALL)*	Heritage
Infographics and Student -Involved Assessment *Melojeane Zawilinski, University of Michigan-Flint, Heidi Young & Rich Forest, Central Michigan University (Assessment)*	102
From IEP to Degree, from Underprepared to Prepared: International Students' Voices and Experiences *Carmela Romano Gillette, Michigan State University (Post-Secondary)*	105A
Making Vocabulary Come Alive for All Students *Julie Anne Lappenga, IntegraSource, Inc. (Exhibitor)*	105B
How to Create A Successful Summer School Experience for K-6 EL Students! *Jeanine Clever, Farmington Public Schools; Emily Davis, Farmington Public Schools (K-12)*	107
"Flipping" Over Hybrid and Online Learning Formats: The Good, the Bad, & What Needs Modifying *Christen Pearson, Grand Valley State University (Professional Development)*	110

6:00–6:45 pm, 45-minute sessions	Room
Focus On Culture/Language Interface: From Teacher Education To College ESL Immersion Courses *Andrew Domzalski & Hadeel Betti, Madonna University;* *Boguslawa Gatarek, Madonna University & University of Windsor (Post Secondary)*	Heritage
Providing Students with Self-Assessment Writing Tools: A Practical Guide *Clarissa Codrington and Trisha Dowling, Language Center International;* *Andre Scholze, Eastern Michigan University (Assessment)*	102
How Hybrid Features Can Pack More Learning into EAP Writing Classes *Courtney King, Central Michigan University ELI (CALL)*	105A
The Chicken Or The Egg: How To Get Experience in TESOL Without Having Any *Renee Saulter, University of Michigan; Kristin Homuth, Language Center International (Professional Dev)*	107
Exploring The Value of Teaching Professional Genres in Adult Academic And Non-Academic ESL Contexts *Allison Park, Eastern Michigan University (Adult Ed)*	110
7:00–8:00 pm, KEYNOTE ADDRESS (Auditorium)	
Professor Lani Guinier, Harvard Law School **The Tyranny of the Meritocracy: Democratizing Higher Education**	Auditorium
8:00-8:30 pm	
Meet our Exhibitors	103 A/B 104 A/B
8:30–10:45 pm	
MITESOL 2015 Conference Reception *Join us in the Lincoln Room for good food, conversation,* *and live entertainment with the ELC's own* **Gerund & the Infinitives**	Lincoln

MITESOL 2015 Conference Schedule, At-a-Glance

Saturday, October 10, 2015

7:00-10:00 am	Room
Registration, Check-in, & Continental Breakfast	Big 10 A

8:00-4:00 pm	
Meet our Exhibitors	103 A/B 104 A/B

8:00-8:45 am, 45-minute sessions	
Improving Academic Writing: A Focus on Making Effective Phrasal and Grammatical Choices *Wendy Wang & Susan Ruellan, Eastern Michigan University (Post-Secondary)*	Heritage
Measuring ESL/EFL Students' Language Abilities Using the Common European Framework of Reference for Languages *Kristin Erin Graw & Robert McCord, Cambridge Michigan Language Assessments (Assessment)*	102
Creating an Academic Communication Course for International MBA and MSA Students *Ila Baker, Western Michigan University—CELCIS (Post-Secondary)*	105A
How Can English Language Learners Show You What They Know? *Barbara Johnson, Scholastic Education (Exhibitor)*	105B
Written Corrective Feedback: Effective for Students, Timesaving for Teachers *Jeanne Lambert, The New School (Post-Secondary)*	106
Using Language Proficiency Assessment Data to Design Instruction *Suzanne Toohey, Oakland Schools; Lisa Lockhart, West Hills Middle School (Adult Education)*	107
The Integration and Inclusion of International Students on Campus *Beth Kozbial Ernst, Sally Thelen, & Christie Gates, Western Michigan University (Post-Secondary)*	Willy

9:00-9:45 am, 45-minute sessions	
Assessing Need: Developing a University Bridge Program *Emily Feuerherm, University of Michigan-Flint (Post-Secondary)*	Heritage
Development and Validation of an ITA Speaking Test *Aaron Ohlrogge, Dan Reed, Heekyoung Kim, & Jack Drolet, Michigan State University (Assessment)*	102
Working Together to Measure Up: Mutual Benefits of a University & K-12 ESL Program Partnership *April Burke, Central Michigan University; Sarah Case, Mount Pleasant Public Schools (Professional Dev)*	105A
The Power of TED with 21st Century Reading and World English! *Dalia Bravo, National Geographic Learning/Cengage Learning (Exhibitor)*	105B
Introducing Read-a-Thons In ELL Classrooms: Inspiring Literacy, Drama and Service *Patrick T. Randolph, University of Nebraska-Lincoln; Joseph Ruppert, Western Michigan University; Laura Ramm, Michigan State University (Post-Secondary)*	106
Real Boys Don't Do Language and Literacy – Or Do They? *Christen Pearson, Grand Valley State University (K-12)*	107
Testing Grammar: One IEP's Experience in Implementing Better Assessment Procedures *Duane Berr & Elise Brittain, International English Institute (Assessment)*	110
Effective Strategies for Meaningful and Communicative Vocabulary Acquisition *Svetlana Maksimchuk, Eastern Michigan University (Post-Secondary)*	Willy

10:00-10:45 am, INVITED SPEAKER – Auditorium (K-12 interest section)	
Dr. H. Gary Cook, Director of Research for the WIDA Consortium **Progress, Proficiency and Policy:** **Conversations about English Learners and the Programs that Serve Them**	Auditorium
10:00-10:45 am, 45-minute sessions	
Tips for Teaching Phonetics and Phonology Online *Michael Pasquale, Cornerstone University (CALL)*	Heritage
Measuring Student Learning Outcomes through Collaborative Achievement Testing in an English Language Program *Danielle Petersen, Central Michigan University (Assessment)*	102
Activating and Assessing our Students' Reading Ability through Extensive Reading *Sara Okello, Jolene Jaquays, Elizabeth Svoboda, & Sara Faitel, University of Michigan-Flint (Post-Secondary)*	105A
Cultivating Proficient Academic Writers *Jeanne Lambert, Cambridge University Press (Exhibitor)*	105B
Setting Vocabulary Targets for an Intensive English Program *Aaron Ohlrogge, Larry Zwier, & Dan Reed, Michigan State University (Assessment)*	106
2015 TESOL Advocacy & Policy Summit: A Legislative Update and Review *Ashley Garrigan, Literacy Center of West Michigan; Colleen Brice, Grand Valley State University*	107
A Critical Review of Student Evaluations of Teaching *Daniel Isbell, Michigan State University (Professional Development)*	110
Using Test Specifications to Develop Rubrics for L2 Writing Assessment at the University Level *Alisha Fisher, Ferris State University; Rich Forest, Central Michigan University*	Willy
11:00-11:45 am, 45-minute sessions – SIG MEETINGS	
Professional Development SIG Meeting *Michael Pasquale, Cornerstone University*	Heritage
CALL SIG Meeting: CALL Tools for Assessment *Akiko Ota, Michigan State University*	102
Adult Education SIG Meeting: WIOA Legislation and Other Current Topics in the Field *Ashley Garrigan, Literacy Center of West Michigan*	105A
Advocacy & Policy SIG Meeting: How Can We Advocate for ELs? *Sharon Umlor, Grand Rapids Community College; Colleen Brice, Grand Valley State University*	105B
Post-secondary SIG meeting: Discussions of Current Issues in Assessment and Beyond *Cynthia Macknish, Eastern Michigan University*	106
Workplace Education SIG Meeting: Role Playing in Your Classroom *David Van Over, Grand Rapids*	110
K-12 SIG Meeting—Ongoing Assessment: What Are You Using in Your Classroom? *Jaana Terhune, Central Academy*	Willy
12:00-1:50 pm KEYNOTE LUNCHEON (Big 10 A)	
Lunch, MITESOL Business Meeting, & Raffle **Lyle F. Bachman, Professor Emeritus** **Department of Applied Linguistics, University of California, Los Angeles** **Teaching and Assessment: Why, When, What, and How?**	Big Ten A

2:00-3:45 pm, 105-minute workshops	
Breaking the Unwanted Stepchild Curse: Elevating the Image of ESL *Patrick T. Randolph, University of Nebraska-Lincoln; Lawrence J. Zwier , Michigan State University;* *Joseph I. Ruppert, Western Michigan University; Kyle McIntosh , University of Florida-Tampa;* *Lisa A. VonReichbauer, Ferris State University (Advocacy & Policy), Ildiko Porter-Szucs, Eastern Michigan University*	Auditorium
Teaching Through Stories of Challenge and Triumph: Adolescent ELs Create Poetry, Hip Hop, and Videos *Catherine Reischl, Debi Khasnabis, & Michele Zmich, University of Michigan; Sai Sajjadi, Ann Arbor Public Schools; Karen Morrison, Clarenceville Schools; Evelyn Daugherty, University of Michigan (K-12)*	106
Creating Assessment Rubrics for the L2 Writing and Speaking Classroom *Michael Busch & Charlene Bartholomew, Saginaw Valley State University (Assessment)*	Willy
2:00-2:45 pm, 45-minute sessions	
Awareness, Recognition, and Production of Speech Acts *Jolene Jaquays, Sara Okello & Kathrine Colpaert, University of Michigan-Flint (Professional Development)*	Heritage
Portfolio as a Multidimensional Assessment Tool *Anna A. Eddy, English Language Program, University of Michigan-Flint (Assessment)*	102
The World is Your Classroom: Teach Abroad with the English Language Fellow Program *Danielle Yates, U.S. Department of State English Language Programs (Exhibitor)*	105B
Assessing Title III Programs and Responding by Designing PD for General Education Teachers of ELs *Suzanne Toohey, Oakland Schools; Karen Gelardi, Rochester Community Schools*	107
User Experience Design (UXD) in Online Testing *Jack Drolet, Heekyoung Kim, Aaron Ohlrogge, Dan Reed, All Michigan State University (Assessment)*	110
3:00-3:50 pm, 45-minute sessions	
Solving the Mystery: Assessing Pronunciation through Role Playing *Laura Ballard & Laura Ramm, Michigan State University (Assessment)*	Heritage
Vital Signs: An Assessment Model for a University EAP *Theresa Bieszka & Eva Copija, Western Michigan University (Assessment)*	102
Learning Preferences among IEP Students *Jennifer Piotrowski, Linda Probert, & Courtney Hedeman, Language Center International (Post-Secondary)*	105A
Grammar Explorer – Taking Grammar to Uncharted Territory *Samuela Eckstut, National Geographic Learning/Cengage Learning (Exhibitor)*	105B
Comics: A universal tool to expand ESL students' foundational skills *Kari Richards, Lansing Community College (CALL)*	107
4:00-4:45 pm, 45-minute sessions	
When is their writing good enough? *Denise Warner, Lansing Community College (Post-Secondary)*	Heritage
Assessing Your Secondary Students and Yourself Using Metaphors, Modals, and Morphemes – Oh My! *Andrea Gordon, Lamphere High School (K-12)*	102
Preparing L1 English Tutors to Use Mandarin Chinese Grammar Knowledge in Writing Center Tutorial Sessions - *Kerry Segel, Helen Raica-Klotz, & Maria Vos, Saginaw Valley State University (Post-Secondary)*	105A
Turn Up the Volume on Academic Talk! *Jacqueline Danhauser, National Geographic Learning/Cengage (Exhibitor)*	105B

4:00-4:45 pm, 45-minute sessions - Continued	
Predicting English Language Learning Difficulties Based on Adult Students' Mother Tongues *Lisa Wooning, ELS Language Center (Post-Secondary)*	107
Tutoring Supports Student Learning *Amy Cook, SVSU; Mary Klaus, SVSU; Kate Scott, SVSU (Post Secondary)*	Willy

Thank You to our MITESOL 2015 Proposal Readers

Carol Arnold

Colleen Brice

Richard Forest

Ashley Hewlett

Carmela Romano Gillette

Shawn Loewen

Cynthia Macknish

Sara Okello

Michael Pasquale

Christen Pearson

Ildiko Porter-Szucs

Maria Selena Protacio

Zuzana Tomas

Lawrence Zwier

Abstracts for each session are found in the next section

Conference Schedule for Friday, October 9, 2015

4:00—4:45 pm, 45-minute sessions

Scaffolding Extensive Reading into Literature Circles in an IEP Setting   Heritage
Laura Eickhoff & Jennifer Brooke, Michigan State University

Definitions of extensive and intensive reading are somewhat fluid and ambiguous, with many reading courses treating them as unrelated entities. This paper proposes that they are instead interrelated processes; teachers can scaffold extensive reading to train students to compare analyses of different texts in order to transition into literature circles.

Student Agency and Empowerment in L2 Writing Pedagogy: Ensuring Students Receive the Help they Need
Natalia Knoblock, Saginaw Valley State University   102

The presentation recounts the experiment conducted in a college-level writing class where the students were not only encouraged, but required to attend the instructor's office hours, the Writing Center, and a study group. The survey demonstrated the students' favorable attitude toward the methods employed and the effect on their learning.

Peer Observations: Becoming a Better Teacher by Learning from Other Teachers   105A
Linda Probert & Courtney Hedeman, Language Center International

Peer observations are an extremely underutilized source of professional development. Our presentation includes the research, examples of types of observations, benefits and risks, and ideas for implementation within an adult IEP. Come learn how the reflective nature of peer observations can make both you and your institution better!

English Language Teacher Education in Libya: Affordances and Constraints   107
Entisar Elsherif, Indiana University of Pennsylvania

The presenter discusses a case study that was conducted to explore a Libyan English Language Teacher Education program's affordances and constraints as reported by its teacher educators, student teachers, and graduates with the aim of providing insights for reformation and improving its effectiveness in preparing efficient English language teachers.

5:00—5:45 pm, 45-minute sessions

Fun with Assessment: Using Serious Games to Evaluate Students' Language Skills under the TESOL Standards   Heritage
Kari Richards, Michigan State University; Min Lun Wu, Ohio University

Serious Games are designed to have a positive impact on society, rather than solely for entertainment, and reach across multiple disciplines and language proficiency levels making them ideal for assessing ESL skills. Participants in this session will receive materials so they can immediately begin using Serious Games in their classroom.

Infographics and Student -Involved Assessment   102
Melojeane Zawilinski, University of Michigan-Flint, Heidi Young & Rich Forest, Central Michigan University

This presentation focuses on the steps carried out in an infographic project for an updated student-involved assessment process. Participants will reflect on topics with universal appeal to college ELLs and leave the session with sample rubrics, template for roles and tasks, weblink to a videomaker, and ideas from sample projects.

From IEP to Degree, from Underprepared to Prepared: International Students' Voices & Experiences
Carmela Romano Gillette, Michigan State University **Heritage**

Research literature rarely includes the perspectives of students, but what they say about their experiences can provide us with insights to enhance our teaching. The findings from interviews with former university IEP students say a great deal about their experiences and how we might better meet their needs.

Making Vocabulary Come Alive for All Students **105B**
Julie Anne Lappenga, IntegraSource, Inc.

Participants will be introduced to current research/best practices in vocabulary instruction and the critical thinking connection of vocabulary to reading comprehension. A model for developing effective vocabulary instruction will be shared along with practical classroom activities to support vocabulary acquisition.

How to Create a Successful Summer School Experience for K-6 EL Students! **107**
Jeanine Clever & Emily Davis, Farmington Public Schools

Creating effective summer school programs with only half days and short weeks can seem impossible. We will share how we created a rotation system for K-6 including a computer intervention session building technology skills. We will share how we use the WIDA Rubrics as assessments to guide our instruction.

"Flipping" Over Hybrid and Online Learning Formats: The Good, the Bad, and What Needs Modifying **110**
Christen Pearson, Grand Valley State University

With greater diversity in learning formats, it is important to assess the quality of learning. This talk assesses courses offered in "flipped" formats (first step towards hybrid/online versions) from students' and instructor's perspectives. Discussion includes: positives/negatives encountered, research-based suggestions for improvement, and how well such formats prepare teachers of ELLs.

5:00—6:45 pm, 105-minute workshops

Assessing Pronunciation Using the Color Vowel Chart: It's as Easy as Red, White, and Blue **106**
Judith Buchanan, Lisa Joy Kincaid, and Kathleen Jefferies, Western Michigan University

Presenters will model activities using the Color Vowel Chart developed by Karen Taylor and Shirley Thompson designed to help students recognize and reproduce English phonemes and stress patterns without referring to the IPA. Participants will experience hands-on activities and receive assessment tools they can use immediately in their classes.

Grade for Your Life! Rubrics as Lifesavers **Willy**
Natalie Marzonie Parra & Tyler Morkin, Central Michigan University

Caught in a frenetic grading cycle? Got students who just don't 'get' assignments? Rubrics can be real lifesavers. Learn to develop, evaluate, and use electronic rubrics effectively in order to improve students' understanding of assignments and make grading with rubrics a breeze!

6:00—6:45 pm, 45-minute sessions

Focus On Culture/Language Interface: From Teacher Education to College ESL Immersion Courses **Heritage**
Andrew Domzalski & Hadeel Betti, Madonna University; Boguslawa Gatarekm, Madonna University & University of Windsor

The importance of culture in language acquisition is widely accepted, but the specifics of culture/language interface are less obvious. This presentation discusses how the socio-cultural perspective explains those specifics and how it can be applied to both teacher education and college-level ESL immersion. The presenters provide examples from real-life courses.

Providing Students with Self-Assessment Writing Tools: A Practical Guide 102

Clarissa Codrington, Language Center International; Trisha Dowling, Language Center International; Andre Scholze, Eastern Michigan University

This session will present and demonstrate writing tools adapted by the presenters in order to create a more autonomous ESL writing student through enabling self-editing.

How Hybrid Features Can Pack More Learning into EAP Writing Classes 105A

Courtney King, Central Michigan University

Learn how to supplement your writing classroom teaching with online modules and assessment strategies your students will enjoy and benefit from. Using Versal and Nearpod, you can create lessons in grammar or citation styles that will match your students' needs and free up your class time to focus on writing.

The chicken or the egg: How to get experience in TESOL without having any 107

Renee Saulter, University of Michigan; Kristin Homuth, Language Center International

It can be difficult for TESOL students and emerging professionals to get that first job that will provide them with much-needed and sought-after experience. This session focuses on ways to gain useful experience and develop professionally while still in school as well as upon graduation.

Exploring the Value Of Teaching Professional Genres in Adult Academic and Non-Academic ESL Contexts

110

Zuzana Tomas, Eastern Michigan University; Allison Park, Eastern Michigan University

Despite the high-stakes nature of professional written genres (e.g., résumés), their integration into ESL curricula can be difficult. The presenters will speak to the value of teaching professional genres, share instructional resources they developed, and discuss ways of helping students transfer newly developed skills and strategies to other written genres.

KEYNOTE

The Tyranny of the Meritocracy: Democratizing Higher Education in America
Lani Guinier, J.D.

A fresh and bold argument for revamping our standards of "merit" and a clear blueprint for creating collaborative education models that strengthen our democracy rather than privileging individual elites

7:00-8:00 pm, Auditorium

2015 MITESOL Conference Reception
Sponsored by The English Language Center at
Michigan State University
8:30-10:45 pm, Lincoln Room

Join us for heavy hors d'oeurves, drinks, and live music by
Gerund & the Infinitives

Conference Schedule for Saturday, October 18, 2014

8:00—8:45 am, 45-minute sessions

Improving Academic Writing: A Focus on Making Effective Phrasal and Grammatical Choices   Heritage
Wendy Wang & Susan Ruellan, Eastern Michigan University

When English language learners have two or more phrasal and grammatical forms with the same meaning to choose from, which factors influence their choice in academic writing? In this session, the presenters use student-writing samples to illustrate how to help students improve their academic writing by making effective choices.

Measuring ESL/EFL Students' Language Abilities Using the Common European Framework of Reference for Languages   102
Kristin Erin Graw & Robert McCord, Cambridge Michigan Language Assessments

Different criteria are used as standards for assessment. One scale gaining use worldwide is the Common European Framework of Reference (CEFR). This presentation will discuss what the CEFR is, why and how it is used, and the process by which assessments are linked to the framework.

Creating an Academic Communication Course for International MBA and MSA Students   105A
Ila Baker, Western Michigan University--CELCIS

A graduate-level academic communication course for international business students will be described. The course focusses on academic communication skills necessary to be successful in graduate business study. The presentation will describe the collaboration between the College of Business and the university IEP in creating the course and screening test.

How Can English Language Learners Show You What They Know?   105B
Barbara Johnson, Scholastic Education

There are multiple ways and multiple tools that don't necessarily add up to the feared T-E-S-T! In this session, we share methods of quick testing and "non-testing" reading assessments the results of which inform instruction for second-language learners. Participants will have hands-on practice with samples that have immediate classroom application.

Written Corrective Feedback: Effective for Students, Timesaving for Teachers   106
Jeanne Lambert, The New School

What does the research say about the most effective ways to provide written corrective feedback (WCF)? How can you make sure your students take in your feedback? This session will answer these and other questions and include a typology of WCF forms, related research and practical tips

Using Language Proficiency Assessment Data to Design Instruction   107
Suzanne Toohey, Oakland Schools; Lisa Lockhart, West Hills Middle School

In this session, presenters will demonstrate practical strategies for analyzing results from WIDA ACCESS for ELs to inform curriculum planning and differentiate instructional practices for English Learners. Attendees will disaggregate sample reports in order to identify individual and group needs among language domains and division between academic and social language.

The Integration and Inclusion of International Students on Campus   Willy
Beth Kozbial Ernst, Sally Thelen, & Christie Gates,Western Michigan University

The presenters will discuss how they developed an opportunity to purposefully integrate international students into the university community. They will also talk about feedback they have received and modifications they have made. There will be time for questions and discussion of strategies to create an inclusive environment for international students.

9:00—9:45 am, 45-minute sessions

Assessing Need: Developing a University Bridge Program   Heritage
Emily Feuerherm, University of Michigan-Flint

This presentation will outline the development of a bridge program at the University of Michigan-Flint, that will be piloted in Fall, 2015. In order to assess the needs the program should meet, two campus-wide surveys were distributed and analyzed; one to faculty/staff, and the other to international students.

Development and Validation of an ITA Speaking Test   102
Aaron Ohlrogge, Dan Reed, Heekyoung Kim, & Jack Drolet, Michigan State University

This presentation details the development and validation of the Michigan State University Speaking Test, which is based on the ETS SPEAK model with a few key changes. Six new forms were developed, which are equivalent to one another as well as to the existing SPEAK test.

Working Together to Measure Up: Mutual Benefits of a University and K-12 ESL Program Partnership   105A
April Burke, Central Michigan University; Sarah Case, Mount Pleasant Public Schools

The presenters formed a university-school partnership to prepare pre-service teachers to work with English learners (ELs) and provide additional support to meet the needs of ELs and a school district. The presenters will provide an overview of the partnership and describe some of the benefits and challenges of the partnership.

The Power of TED with 21st Century Reading and World English!   105B
Dalia Bravo, National Geographic Learning/Cengage Learning

National Geographic Learning and TED are now partners in ELT! Using examples from the new 21st Century Reading series and World English, the audience will learn how TED Talks are used to develop 21st century skills such as creative and critical thinking, collaboration, and information, media and visual literacy!

Introducing Read-a-Thons inb ELL Classrooms: Inspiring Literacy, Drama and Service   106
Patrick T. Randolph, University of Nebraska-Lincoln; Joseph Ruppert, Western Michigan University
Laura Ramm, Michigan State University

This cutting-edge session introduces the idea of using read-a-thons to promote motivation and a love for reading. The presenters offer two read-a-thon approaches that unite literacy, drama, service-learning, and advocacy for charities and social change. These approaches will be modeled and lesson plans will be offered for these multi-faceted activities.

Real Boys Don't Do Language and Literacy – Or Do They?   107
Christen Pearson, Grand Valley State University

The decline in boys' achievement has spurred research into both gender (socially constructed) and sex (biological, brain-based) differences which impact language learning and literacy acquisition. This talk will focus on differences in brain structure and function, followed by pedagogical suggestions for the K-12 classroom, including those with ESL learners.

Testing Grammar: One IEP's Experience in Implementing Better Assessment Procedures   110
Duane Berry & Elise Brittain, International English Institute

Many practitioners have minimal training designing effective grammar tests, and depend on commercially produced assessments, or write in-house tests that are hoped to assess learning outcomes effectively. This session describes a test-writing framework for creating in-house tests, guides an item-writing and moderation activity, and shares tools for maximizing test usefulness.

Effective Strategies for Meaningful and Communicative Vocabulary Acquisition   **Willy**
Svetlana Maksimchuk, Eastern Michigan University

The presenter will demonstrate how she actively teaches and involves students in a meaningful vocabulary learning process. These strategies will equip students with various tools to unlock the meaning of unknown words, comprehend, learn, and retain words for productive use.

10:00—10:45 am, 45-minute sessions

Tips for Teaching Phonetics and Phonology Online   **Heritage**
Michael Pasquale, Cornerstone University

Online learning is a critical focus in delivering content for both TESOL and ESOL programs. Current tips for teaching phonetics and phonology online are presented that can be used in variety of contexts such as a linguistics course in a teacher preparation program to a pronunciation course for language learners.

Measuring Student Learning Outcomes through Collaborative Achievement Testing in an English Language Program   **102**
Danielle Petersen, Central Michigan University

Presenters will share the path their language program took toward more reliable achievement testing. First, they will provide an overview of the program's current and previous testing practices. Then they will discuss lessons learned and share guidelines for developing test specifications and achievement tests.

Activating and Assessing our Students' Reading Ability through Extensive Reading   **105A**
Sara Okello, Jolene Jaquays, Elizabeth Svoboda, Sara Faitel, University of Michigan-Flint

Extensive reading (ER) has a profound benefit on students' reading, vocabulary, and grammar skills (Krashen). Language teachers agree extensive reading is important but may feel unsure about how to incorporate it into the classroom. This session explains how to integrate ER through library collaboration, classroom activities, reading contests, and assessment.

Cultivating Proficient Academic Writers   **105B**
Jeanne Lambert, Cambridge University Press

Academic writing ranks among the most challenging of courses in the ESL curriculum for both teachers and students. This session will give writing teachers fresh ideas for designing writing curricula that prepares students for success in mainstream college and university classes.

Setting Vocabulary Targets for an Intensive English Program   **106**
Aaron Ohlrogge, Larry Zwier & Dan Reed, Michigan State University

This presentation describes the measurement of vocabulary knowledge in an Intensive English Program to establish curricular goals. The presenters will discuss a variety of vocab tests, as well as address the question of how much vocabulary learners might reasonably be expected to acquire per semester.

2015 TESOL Advocacy & Policy Summit: A Legislative Update and Review   **107**
Ashley Garrigan, Literacy Center of West Michigan; Colleen Brice, Grand Valley State University

MITESOL's affiliate representatives will review what they learned at the Summit, and discuss current policies and legislation affecting English learners in various settings (pre-K-12, Adult Ed, Higher Ed). Valuable resources designed to help participants advocate for ELs will be shared.

A Critical Review of Student Evaluations of Teaching 110
Daniel Isbell, Michigan State University

Last year, research casting doubts on the usefulness of student evaluations of teaching (SETs) in higher education made a splash in popular news media. This presentation reviews research on SETs and raises questions for TESOL moving forward. Throughout, the presentation is illustrated by the presenter's own SETs.

Using Test Specifications to Develop Rubrics for L2 Writing Assessment at the University Level Willy
Alisha Fisher, Ferris State University; Rich Forest, Central Michigan University

Rubrics are standard instruments for evaluating writing, and test specifications are standard tools for improving the reliability of ESL assessments. Using evidence from text analysis and teacher interviews, this session will discuss the benefits and challenges of using test specifications to develop rubrics for writing assessment.

10:00—10:50 am, Invited Speaker – Auditorium

Progress, Proficiency and Policy:
Conversations about English Learners and the Programs that Serve Them

Dr. H. Gary Cook

Dr. Cook will discuss what we know about K-12 English language learner's growth and proficiency attainment. He will then discuss national policies, and finally open the floor to questions regarding K-12 ELs and Title III accountability.

> H. Gary Cook, Ph.D. directs research for the WIDA Consortium and is a research scientist attached to the Wisconsin Center for Education Research. His recent research and publication interests have focused on the relationship between English language proficiency and content assessments, standards alignment, policy issues associated with Title III accountability, and applying growth modeling techniques to address key educational questions for English language learners.

11:00—11:45 am, 45-minute sessions- SIG sponsored and led discussions & business meetings

Professional Development SIG Meeting **Heritage**
Michael Pasquale, Cornerstone University

The Professional Development SIG sponsored session will inform teachers of the variety of options regarding professional development. We will explore new ways of approaching professional development and will include time soliciting audience participation and sharing ideas for professional development that participants have found particularly helpful.

CALL SIG Meeting: CALL Tools for Assessment **102**
Akiko Ota, Michigan State University

In this session, some of the CALL tools will be introduced, and then participants will discuss/share ideas for teaching and assessment. This meeting is for participants with varying levels of technology skills as well as in different teaching contexts where CALL can be used. Come join us to enjoy CALL!

Adult Education SIG Meeting: WIOA Legislation and Other Current Topics in the Field **105A**
Ashley Garrigan, Literacy Center of West Michigan

The SIG leader will present on WIOA legislation, specifically Title II (Adult Education and Family Literacy Act), which is having a significant effect on the scope and design of Adult Education programs. The session will conclude with an open discussion about WIOA and other topics of interest in the field.

Advocacy & Policy SIG Meeting: How Can We Advocate for ELs? **105B**
Sharon Umlor, Grand Rapids Community College; Colleen Brice, Grand Valley State University

Sponsored by MITESOL's new SIG, this session will address ways MITESOLers can advocate for ELs--as a group and individually. After defining advocacy, we will share MITESOL's recent efforts to advocate for ELs at the federal level, and discuss strategies participants might undertake to address unfair EL policies/practices in their contexts.

Post-secondary SIG meeting: Discussions of Current Issues in Assessment and Beyond **106**
Cynthia Macknish, Eastern Michigan University

This session reviews current issues that are relevant to post-secondary TESOL education. After a short presentation of various issues, opportunities are provided for attendees to discuss in groups the implications for Michigan's post-secondary institutions. Experiences will be shared and suggestions for continuing the discussions within the SIG will be elicited.

Workplace Education SIG Meeting: Role Playing in Your Classroom **110**
David Van Over, Grand Rapids

In the first half of the meeting, we will discuss the importance of role-playing in the classroom, and examine ways to use role-play in your classroom successfully.   Next, we will discuss current topics and issues in the field of workplace ESL.

K-12 SIG Meeting—Ongoing Assessment: What Are You Using in Your Classroom? **Willy**
Jaana Terhune, Central Academy

K-12 SIG Meeting. What ongoing assessments are you using in your classroom to determine how much progress your students are making? How is it working? What would you change? What would you recommend for others?

Luncheon, MITESOL Business Meeting & Raffle
12:00-12:50 p.m., Big Ten A

KEYNOTE
12:50-1:50 pm, Big Ten A

Teaching and Assessment: Why, When, What, and How?

Lyle F. Bachman, Professor Emeritus

Department of Applied Linguistics

University of California, Los Angeles

Abstract

Teachers are often uncertain about where to begin when they think about assessing their students. They often ask questions like, "When should I assess?", "How often should I assess?", and "How should I assess?". They generally know *what* they should assess, but almost never ask "Why should I assess? All of these questions can be best answered by considering the relationships among assessment, evaluation, and teaching/learning, and by thinking first about *why* we assess our students.

In this presentation I will discuss the purpose of assessment in the classroom, comparing this to the purposes of teaching. I will then discuss two kinds of decisions—formative and summative—that teachers need to make on the basis of information from classroom assessments. Next, I will discuss the different modes of classroom assessment—implicit and explicit—and how these play different and complementary roles in the classroom. I will then briefly describe an approach to developing and using classroom assessments that will help assure that the uses of these assessments can be justified. I will conclude by discussing four things teachers need to think about before using an assessment in the classroom, and how considering these can help guide teachers to become more effective classroom assessors.

2:00—3:45 pm, 105-minute workshops

Breaking the Unwanted Stepchild Curse: Elevating the Image of ESL   **Auditorium**
Patrick T. Randolph, University of Nebraska-Lincoln; Lawrence J. Zwier, Michigan State University; Joseph I. Ruppert, Western Michigan University; Kyle McIntosh, University of Florida-Tampa;
Lisa A. VonReichbauer, Ferris State; Ildiko Porter-Szucs, Eastern Michigan University

The field of ESL has become a well-established discipline. Yet, despite its pivotal role in fostering non-native English speakers' success, ESL programs and professionals often receive minimal respect from mainstream administrators and faculty. This workshop focuses on the realities of many ESL departments and offers solutions to elevate their status.

Teaching Through Stories of Challenge and Triumph: Adolescent ELs Create Poetry, Hip Hop, and Videos 106
Catherine Reischl, Debi Khasnabis, and Melissa Stull, University of Michigan; Sai Sajjadi, Ann Arbor Public Schools; Karen Morrison, Clarenceville Public Schools; Cristina Heredia, Lincoln Public Schools; Evelyn Daugherty, Dearborn Public Schools; Michele Zmich, River Rouge Public Schools; Katherine Kes Nagler, Detroit Public Schools; Delancey Litchman, Ypsilanti Public Schools; Kayla Clement, Heartland Alliance, Chicago

Explore culturally responsive project-based ESL teaching strategies and develop ideas for implementing these pedagogies in your own teaching. Presenters will share curriculum from a summer program and lead hands-on activities for use across multiple age-levels. Emphasis is on identifying community resources and links between home and school.

Creating Assessment Rubrics for the L2 Writing and Speaking Classroom **Willy**
Michael Busch and Charlene Bartholomew, Saginaw Valley State University

The purpose of the workshop is to teach L2 instructors how to create rubrics for writing and speaking assessment. Presenters provide a brief 15-20 minute overview of rubric design and then lead participants through a series of small group activities in which they are asked to analyze and write rubrics.

2:00—2:45 pm, 45-minute sessions

Awareness, Recognition, and Production of Speech Acts **Heritage**
Jolene Jaquays, Sara Okello & Kathrine Colpaert, University of Michigan-Flint

ESL students typically learn fundamentals of language in class, but most textbooks minimally address the functional language needed to perform the most common of speech acts. In this session we will give an overview of speech acts and speech events, showing a variety of activities to use in the classroom.

Portfolio as a Multidimensional Assessment Tool **102**
Anna A. Eddy, University of Michigan-Flint

Have you considered a portfolio as a tool for summative and formative assessment? This session discusses traditional and electronic portfolios as ways to successfully measure students' progress and achievement as well as opportunities for students' reflections.

The World is Your Classroom: Teach Abroad with the English Language Fellow Program **105B**
Danielle Yates, U.S. Department of State English Language Programs

Learn how you can promote English language teaching and learning around the world on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can teach English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

Assessing Title III Programs and Responding by Designing PD for General Education Teachers of ELs **107**
Suzanne Toohey, Oakland Schools; Karen Gelardi, Rochester Community Schools

In this highly engaging session, presenters will analyze two models for professional learning developed in response to Title III Program evaluations which improved the quality of content reading instruction for English Learners, K-12.

User Experience Design (UXD) in Online Testing **110**
Jack Drolet, Heekyoung Kim, Aaron Ohlrogge, & Dan Reed, Michigan State University

Businesses compete in UXD, User Experience Design, because it impacts their bottom line. In online testing, the end users (test takers) don't have as much influence as consumers, but their experience affects the validity of the test. This presentation discusses UX considerations for an online exam and user feedback.

3:00—3:45 pm, 45-minute sessions

Solving the Mystery: Assessing Pronunciation through Role Playing   **Heritage**
Laura Ballard & Laura Ramm, Michigan State University

Practice in the classroom environment can be intimidating for students. Role-playing and characterization can lessen learner inhibitions and provide opportunities for student-generated authentic language production. Presenters share suprasegmental pronunciation lesson plans that culminate in a mystery role-playing game project, originally developed for intermediate/advanced IEP/EAP students.

Vital Signs: An Assessment Model for a University EAP   **102**
Theresa Bieszka & Eva Copija, Western Michigan University

This session describes a successful end-of-semester assessment model as used at Western Michigan University's EAP. This model is a tool for evaluating the curriculum, measuring students' progress, and conducting peer review. The model employs task-based products across multiple levels. Participants can adapt this model for their own programs.

Learning Preferences among IEP Students   **105A**
Jennifer Piotrowski, Linda Probert & Courtney Hedeman, Language Center International

Do Asian students prefer reading to discussion? Do Arabic-speakers prefer speaking above all? In this session, the literature on learning styles/preferences among English language learners will be reviewed, the results of a recent survey on learning preferences conducted among IEP students will be presented, and teaching implications will be discussed.

Grammar Explorer – Taking Grammar to Uncharted Territory   **105B**
Samuela Eckstut, National Geographic Learning/Cengage Learning

Grammar Explorer prepares students for academic success and communication through captivating National Geographic content and activities that highlight real world English. This interactive session shows how students encounter the grammar in rich listening, speaking, reading, and writing activities. Students are fully engaged making for a fun, successful learning experience.

Comics: A universal tool to expand ESL students' foundational skills   **107**
Kari Richards, Lansing Community College

This presentation will explore the use of comics in the ESL classroom, and will detail research on the subject as well as the tools and techniques teachers can use to create their own comics. It will conclude with a discussion of experiences employing comics in the language classroom.

4:00—4:45 pm, 45-minute sessions

When is their writing good enough?   **Heritage**
Denise Warner, Lansing Community College

ESL students write with an accent just as they speak with an accent. Who or what should determine competency in L2 writing in higher education? Participants will discuss assessment tools and criteria for determining academic readiness and share strategies for interdepartmental discussions of L2 writing issues and expectations.

Assessing Your Secondary Students and Yourself Using Metaphors, Modals, and Morphemes – Oh My!   **102**
Andrea Gordon, Lamphere High School

Secondary English Learners need to catch up to their American peers when competing on the ACT, SAT, or other entrance exams for college or university acceptance. This presentation will focus on building grammar and vocabulary skills through poetry to support strong scores on any assessment, even final exams.

Preparing L1 English Tutors to Use Mandarin Chinese Grammar Knowledge in Writing Center Tutorial Sessions 105A
Kerry Segel, Helen Raica-Klotz, and Maria Vos, Saginaw Valley State University

This presentation focuses on the creation of a Mandarin Chinese grammar and discourse module for non-Chinese-speaking writing center tutors, its presentation to the tutors, and their responses to an on-line evaluation questionnaire. The primary audience for this presentation is college and university staff teaching or tutoring composition. All are welcome!

Turn Up the Volume on Academic Talk! 105B
Jaqueline Danhauser, National Geographic Learning/Cengage Learning

Are you looking to give students the boost they need to develop their academic language skills? Attend this session to learn how you can use National Geographic Learning resources to create effective lessons and learning opportunities to increase academic talk. From language frames and multi-level strategies to cooperative learning routines and collaborative projects, NGL helps boost students' talk to boost academic results!

Predicting English Language Learning Difficulties Based on Adult Students' Mother Tongues 107
Lisa Wooning, ELS Language Center

Contrastive Analysis can be used to identify structural disparities between languages for predicting possible errors. Participants will leave this session with a better understanding of the importance of researching a student's L1, a broader understanding of basic linguistic concepts, and the necessary resources to conduct their own Contrastive Analyses.

Tutoring Supports Student Learning Willy
Amy Cook, Mary Klaus, and Kate Scott, Saginaw Valley State University

What do you do when one student flunks the quiz but others are excelling? Writing Centers offer tutoring, but few programs provide language tutoring for ELLs. This session will recount the creation of a tutoring center, explore collaboration with existing services, and show the positive impact on learning and assessment.

END OF PROGRAM

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Thank you for attending MITESOL 2015!

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